Foundation Degree in Health Studies
(Nursing Associate Apprenticeship)

Course Handbook 2018-19

September and November 2018 and February 2019 Cohorts
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1.0 INTRODUCTION FROM THE COURSE DIRECTOR (SCHOOL OF HEALTH SCIENCES, UEA) AND ACADEMIC LEAD (SCHOOL OF HIGHER EDUCATION, CCN)

Welcome to the School of Health Sciences (HSC) at the University of East Anglia (UEA) working with our partners in the School of Higher Education at City College Norwich (CCN). We are delighted that you are joining us on this innovative and exciting programme. You are embarking on an exciting and fulfilling programme towards a new role as a Nursing Associate, supported on your journey by a strong partnership of health and social care employers across Norfolk and Waveney working collaboratively with UEA and CCN.

As an apprentice, you are employed by one of our health or social care employer partners, and undertake placements in other settings and organisations, with whom the UEA and CCN team will work closely to support you through to successful completion of your Foundation Degree, apprenticeship award and registration with the Nursing and Midwifery Council (NMC).

The Nursing Associate (NA) is a new ‘generalist’ role which will have great impact on patient and service user care. We are preparing you to work across a range of settings, so you can better understand the needs of patients and service users across the lifespan and the patient journey across many settings. You will have placements in three areas with people being cared for ‘in hospital’, ‘closer to home’ and ‘at home’. We are sure you will find the programme enjoyable, challenging and rewarding. Trainee Nursing associates (TNAs) are required to be trustworthy and demonstrate the underpinning healthcare values of being caring, compassionate, courageous, competent and committed, whilst being effective communicators.

Building on your current experience and previous learning, this programme will prepare you with a sound knowledge-base, a range of communication and relationship management skills, professionally and ethically to be competent when engaging with people and their families and carers and carrying out a range of person-focused nursing procedures.

As a successful apprentice, you will be confident to be an accountable professional who can play an important role in supporting people to improve and maintain their health and wellbeing, whilst compassionately providing dignified, safe and effective care and safeguarding people at risk of harm and self-harm. As a Nursing Associate (NA) you will be a valued member of the multi-professional team and be able to collaborate with professionals and carers from other agencies and organisations to support people with complex care needs.

Please do draw on all the help and support available at CCN and UEA and from your employers and the Norfolk and Waveney partners so you can engage fully with all the learning opportunities available. We look forward to working with you as a proud TNA in such a new and exciting development!

Mia Lowing (CCN Course Director)
Gareth Partington (UEA Course Director)
2.0 UEA STUDENT HANDBOOK, YOUR SCHOOL AND COURSE HANDBOOK

The central UEA student handbook contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You can find information about these topics:

i. The advising system
ii. Learning and Teaching Services
iii. Communication
iv. The Student Portal and e:Vision
v. Campus cards
vi. Student finances
vii. The Student Support Service
viii. Regulations
ix. Health and safety
x. Generic course information
xi. Marking criteria
xii. Timetables
xiii. Coursework submission and returns
xiv. Examinations
xv. University dates for 2018/19
xvi. Appeals and complaints
xvii. Equality and inclusion for students
xviii. Student representation and feedback

This list only summarises the main headings; for full details of the content refer to the handbook itself.

Any general information regarding your taught provision within the HSC will be summarised in this handbook and can also be found on HSC Student Zone – your blackboard resources site. All information specific to your programme of study can be found in your course handbook (this handbook), your course specific Blackboard sites (CCN and UEA) and via the New Student zone Website. To navigate between CCN and UEA Blackboard sites use ‘the Bridge’ link:
3.0 COURSE OVERVIEW/PROFILE

The Foundation Degree in Health Studies is an exciting new initiative designed specifically for trainee nursing associate (TNA) apprentices to prepare them for this new role within the nursing team. The programme has been designed to help you to develop knowledge and understanding of contemporary issues in health and social care and the scope of the nursing associate (NA) role, to support the development of academic and professional skills, values and behaviours and safe, holistic and responsive nursing care. Close links between practice and learning are in place with much of the programme spent learning in your current workplace (your primary ‘home’ placement). TNAs will be employed in one of three health and/or care settings: in hospital; close to home or at home and will “experience at least two substantial external placements: one in each of the other two settings” (HEE, 2017) and with exposure to patients/clients across the lifespan and a range of patient groups (NMC, 2018).

The TNA Programme has been developed as a partnership between a number of service provider employers to ensure that the programme meets local needs and will prepare you for work in a range of environments.

You will attend the theoretical component of the programme on a day release basis one day a week in term time at the School of Higher Education at City College Norwich (CCN) with additional clinical and interpersonal skills simulation days delivered at the School of Health Sciences (HSC).

Each term comprises 10 weeks of taught sessions following which module assessments are submitted. As a busy apprentice you will be able to access a range of flexible resources to help you in preparing for face to face sessions, to consolidate or deepen your understanding and for you to plan your learning in bite sized chunks to fit in with your work and personal commitments.
## NURSING ASSOCIATE PROGRAMME

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>MODULE TITLE</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Higher Learning Skills</td>
<td>20</td>
<td>Five days of Clinical skills development, simulation and applied scenarios with feedback</td>
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<td></td>
<td>Anatomy and Physiology for Nursing Associates</td>
<td>20</td>
<td></td>
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<tr>
<td>Term 2</td>
<td>Health, Nutrition and Wellbeing</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Law and Ethics for Nursing Associates</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Person Focused Care</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Health, Social Care and Employability for Nursing Associates</td>
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</table>

By the end of Term 3, you will have accrued 120 credits at Level 4, or an exit qualification of a Certificate of Higher Education

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>MODULE TITLE</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>Term 4</td>
<td>Evidence-based Practice</td>
<td>20</td>
<td>Three days of Clinical skills development including simulation, scenarios, feedback and skills sign-off OSCE preparation</td>
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<td></td>
<td>Promoting Health</td>
<td>20</td>
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<tr>
<td>Term 5</td>
<td>Science of Disease for Nursing Associates</td>
<td>20</td>
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<td></td>
<td>Psychosocial Perspectives</td>
<td>20</td>
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<tr>
<td>Term 6</td>
<td>Pharmacology and Medicines Management</td>
<td>20</td>
<td>Two days of complex communication development, simulation and feedback OSCE preparation</td>
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<td></td>
<td>Supervision and Leadership</td>
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By the end of Term 6 you will have accrued 120 credits at each of Levels 4 and 5 and an exit qualification of a FdSc in Health Studies and will be eligible to apply to the Nursing and Midwifery Council (NMC) for entry to the Professional Register as a Nursing Associate

## Gateway – 12-week period:

**End Point Assessment**

**Apprenticeship Award**
4.0 AIMS AND PHILOSOPHY

The programme is constructed as a spiral curriculum (Bruner, 1960) - so we revisit ideas/skills/attributes to extend and deepen learning until you have gained an in depth understanding of their complexity.

The programme will be more structured and directed at the outset and in practice and will draw on Grow’s Stages of Development of Learning Autonomy (1991) to help you develop as an apprentice by providing you with lots of support and direction early on, gradually enabling you to increase your confidence and self-direction.

The following themes will progress across the two years of the programme:
- Self-awareness, communication and interpersonal skills
- Person-centred care
- Professionalism
- Physiology, pathophysiology, behavioural sciences and pharmacology
- Clinical and procedural skills including medicines management
- Evidence-based practice and quality improvement
- Supervision and Leadership

Key differences in the Nursing Associate & Registered Nurse Roles (NMC, 2018)

<table>
<thead>
<tr>
<th>Nursing Associate</th>
<th>Registered Nurse</th>
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<tbody>
<tr>
<td>1. Be an accountable professional</td>
<td>1. Be an accountable professional</td>
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<tr>
<td>2. Promoting health and preventing ill health</td>
<td>2. Promoting health and preventing ill health Assessing needs and planning care</td>
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<tr>
<td>3. Provide and monitor care</td>
<td>3. Providing and evaluating care</td>
</tr>
<tr>
<td>4. Working in teams</td>
<td>4. Leading and managing nursing care and working in teams</td>
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<tr>
<td>5. Improving safety and quality of care</td>
<td>5. Improving safety and quality of care</td>
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<tr>
<td>6. Contributing to integrated care</td>
<td>6. Coordinating care</td>
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# 5.0 Meet the Course Team

In memory of Barbara Aldridge who was one of the driving forces behind this new programme, a programme which represents all that Barbara represented in Higher Education – enhancing opportunities to access education and her inspirational support for all students to achieve their best.

(7th August 1974- 18th November 2018)

<table>
<thead>
<tr>
<th>Core Academic Team</th>
<th>Profile</th>
<th>Role</th>
<th>Details</th>
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<tbody>
<tr>
<td>Mia Lowing</td>
<td>I qualified as a Registered General Nurse in 1994. I have gained extensive experience working in different areas in hospital including, Orthopaedic and Trauma recovery, A&amp;E and Day Surgery. I also worked in Germany as a Practice Nurse and School Nurse for two years. In 2006 I qualified as a health visitor &amp; nurse prescriber and most recently worked as a family nurse supporting teenage parents. Throughout my career I have enjoyed supporting both pre-registration and post registration students and look forward to working with the Nursing Associate Apprentices.</td>
<td>Course Director CCN</td>
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<tr>
<td>Gareth Partington</td>
<td>After 6 years making furniture Gareth qualified as a registered Nurse (Adult) in 1993. Whilst working on an acute medical ward studied for his BSc (Hons) in Nursing. Following this he worked in Intensive and Coronary Care whilst Studying for his Masters Degree in Sports Science- Graduating in 1996. After this he moved to Australia where he worked in Critical care. On returning to the UK he commenced his career in healthcare education in 2003, joining the UEA as a senior lecturer in 2016.</td>
<td>Course Director UEA</td>
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</tr>
<tr>
<td>Rosie Doy</td>
<td>Rosie is a mental health and adult nurse who has been in higher education for over 25 years. She is passionate about interprofessional education and person-centered care and delighted to have been involved in leading this exciting new initiative with practice, CCN colleagues and service users. Until she became involved with the TNA programme, Rosie was working mainly with Ambulance services in developing pre-registration programmes that help students to be effective and equipped not only for time critical patients but also to be confident and have ‘tools’ to support patients who are older, frail, living with long-term conditions or have mental health needs. Rosie has also been very active in developing and delivering continuing professional development programmes for paramedics and nurses preparing them for specialist roles. She is the servant of 2 cats.</td>
<td>Reader in Health Sciences</td>
<td><a href="mailto:R.Doy@uea.ac.uk">R.Doy@uea.ac.uk</a></td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>Adam Chilvers</td>
<td>I am an HCPC registered Occupational Therapist with clinical experience in both health and mental health sectors. I previously trained in law prior to qualifying as an OT. I have interest in the medical-legal aspects of the sector, along with medical ethics. I am passionate about research, including research methods and design. I am passionate about supporting the personal and professional development of students and helping them achieve their full potential. I currently work as one of the Academic Leaders at CCN and will be acting as interim Course Leader for the TNA programme, along with Barbara Aldridge. Interesting fact: I love chemistry, space science and dogs (not in any particular order!).</td>
<td><a href="mailto:adam.chilvers@ccn.ac.uk">adam.chilvers@ccn.ac.uk</a></td>
<td>01603 773710</td>
</tr>
<tr>
<td>Name</td>
<td>Background and Experience</td>
<td>Email</td>
<td>Contact</td>
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<tr>
<td>Carol Fells</td>
<td>Carol has been teaching for about 24 years in different colleges across the UK, such as Oxford, Darlington, Great Yarmouth/ University of Suffolk and in Romania at the University of Bucharest. She has worked with many mature/health care students for most of her teaching career, including both those already qualified as a Nurse, as well as pre-registration students. Before her teaching career, Carol was a Staff Nurse/Ward Sister at the National Hospital for Neurology in London, looking after patients with head injuries, brain tumours and degenerative conditions such as MS. She has been involved in several research trials such as Pain Perception/Wisdom Tooth Extraction and MS Rehabilitation. Her research projects have included mature student learning and effects on health, and left handedness and spatial awareness. Carol went to college as a mature student and so understands the challenges, stressors and rewards of studying and working as a student.</td>
<td><a href="mailto:carol.fells@ccn.ac.uk">carol.fells@ccn.ac.uk</a></td>
<td>01603 773745</td>
</tr>
<tr>
<td>Janette Rice</td>
<td>I have worked at City College Norwich for many years where many post graduate courses which I have taught on have been run successfully. I am excited to join the team to continue this with the introduction of the new Nursing Associate course working in collaboration with the UEA. Having worked in this area I am hoping to bring my skill sets to the new course.</td>
<td><a href="mailto:janette.rice@ccn.ac.uk">janette.rice@ccn.ac.uk</a></td>
<td>01603 773805</td>
</tr>
<tr>
<td>Alison Roberts</td>
<td>I graduated from University of Liverpool in Biology and PE. From there I worked as a leisure organiser for adults with severe learning difficulties. Further study at Liverpool Polytechnic allowed me to work in food quality management. From here I could move into my passion which is physiology. I worked for many years as a technician in a sports science research laboratory. I specialised in working with MSc students on cardiovascular Rehabilitation and Exercise and nutrition Science courses. I undertook research myself into intermittent claudication and gained an MPhil from the university of Liverpool Faculty of Medicine. My particular interests lie in blood flow, exercise and nutrition.</td>
<td><a href="mailto:alison.roberts@ccn.ac.uk">alison.roberts@ccn.ac.uk</a></td>
<td>01603 773744</td>
</tr>
</tbody>
</table>
Gwynn Anderson

I am a trained and registered former social worker, now lecturer and I have worked in both health and social care for the last 21 years in a variety of roles ranging from child protection to therapeutic work to mental health and psychosis.
I have been involved in practice education for the last 11 years, initially as practice educator for social workers, and more recently as a lecturer and trainer across a variety of subject areas and for NHS Trusts. I am passionate about theory to practice and the ways in which this can enhance and help to empower students, practitioners, patients and service user’s experiences and lives.

Michael

At age 52, the Stroke affected me, and I have Aphasia as well. At the time I lived in London and went to see a cousin in Teignmouth. The weather was poor, so I said that I am going home. At 9pm, the television was on, and I had some writing. Suddenly, my right arm lost everything. I then found out my mouth was not working. I called Bob, at least he came round, called an ambulance, which I remember, and then nothing. For 4 days they would not say if I would die or live. In total, 16 days I was out. I was in hospital for 7 months. Now, I give myself to the university and can share my experience of living with a Stroke and Aphasia.

Abi

Abi has been the public/patient/service user representative on a wide range of research initiatives over the past 15+ years. As well as helping to shape research documents (patient information sheets, funding applications, protocols, draft final reports), she regularly contributes to the student interview process at UEA’s School of Health Sciences and Medical School. Abi has also contributed to almost every aspect of the new Apprentice Nursing Associate initiative, and she has asked us to note how: "vitaly important and beneficial to service users this new role is going to be".

Expert by experience
Tania holds a PhD in genetics, BSc in Biological and Biochemical Sciences. She is an honorary Senior Lecturer at Manchester University. She is particularly interested in holistic care and holds complementary medicine diplomas, including in psychotherapy and is also an experienced meditator and qualified Mindfulness Meditation teacher who provides this training to those experiencing anxiety in their lives. She is passionate about supporting education and training for those entering healthcare professions, for example by working alongside UEA Psychology Department, providing mindfulness training to Clinical Psychology trainees. She is honoured to have been included in the team that have developed the new nursing associate apprenticeship programme and is particularly excited to see the adoption of holistic healthcare philosophies such that students will appreciate the interplay between physical and mental health.
6.0 LEARNING OUTCOMES

The NA role is a generic role which requires a diverse range of knowledge, competencies and behaviours. The learning outcomes for the TNA programme are derived from the Health Education England Curriculum Guidance (HEE, 2017) and the Nursing and Midwifery Council draft Standards of Proficiency (NMC, 2018).

There are nine key themes which inform the programme outcomes:
1. Being an accountable professional
2. Promoting health and preventing ill health
3. Person-focused care
4. Communication and relationship management
5. Provide and monitor care (including a range of clinical and procedural skills to deliver safe, effective care)
6. Working in teams
7. Improving safety and quality of care
8. Contributing to integrated care
9. Supporting learning and assessment in practice
(Derived from HEE, 2017 and NMC, 2018)

By the end of the programme you will be able to:
- Explain the structural levels of the body to include chemicals, cells, tissue, organs, systems and the whole human organism
- Demonstrate awareness of the concept of homeostasis, its role in adaptation and as a model to explain health and health dysfunction
- Describe key anatomical and physiological processes within the human body, including the cardiorespiratory system, nervous, endocrine system and muscular skeletal system
- Demonstrate skills that are required for higher level academic activity, including the correct application of scholarly conventions, academic writing and critical analysis
- Evaluate own academic skills, identifying areas for further development and describing appropriate actions
- Demonstrate effective communication skills using appropriate methods and technologies
- Explain the statutory and common law duties, powers and accountabilities of the employer, employee and the professional registrant
- Identify the legal, ethical and professional frameworks within which the Nursing Associate works
- Evaluate the significance of the law together with ethical principles when making decisions or dealing with tension and conflicting decisions within the health and social care environment
- Discuss the relationship between diet on both physical and mental wellbeing.
- Explain how food is processed by the body and how substrates derived from food are converted to useable energy
- Demonstrate an awareness of recent developments in nutritional research in relation to health and disease
- Consider characteristics of the health and social care sector and its stakeholders
- Discuss current trends and factors shaping the sector, and identify possible future developments.
- Identify and review transferable individual employability skills and values and knowledge.
- Evaluate self-reflections to enable a feedforward of skills, values and knowledge for future development.
- Debate the strengths and limitations of types of evidence.
- Provide a strong evidence-based rationale to support the apprentice’s quality improvement proposal.
- Demonstrate the ability to disseminate evidence that has the potential to improve practice.
- Discuss the social, cultural and psychological context in which care takes place.
- Analyse the social, structural and psychological determinants of behaviour, stigmas and stereotypes.
- Demonstrate an insight into the apprentices own attitudes and beliefs and how these impact on their professional practice.
- Demonstrate knowledge of the main physiological, epigenetic and environmental causes of disease/illness.
- Discuss the physiology of disease/illness experienced by patients/clients/service users in clinical settings, across the lifespan.
- Evaluate current physiological treatments to help and support the patient/client/service user.
- Analyse how lifestyle choices impact on diseases and the treatments of them.
- Explain the role that communication has in the personalisation of care.
- Consider a range of approaches when working with service-users across the lifespan.
- Explore the effectiveness of multi-disciplinary working, and link to theoretical and practical examples.
- Outline the safeguarding requirements and your professional responsibilities, for adults and children.
- Analyse the concepts of health and wellbeing, and the factors that may influence the perceptions of individuals.
- Discuss key aspects of public health and health promotion, linking to current government strategy, both nationally and/or local, critically discussing its relevance to practice.
- Critically evaluate models, theories and approaches of behaviour change and its use within health promotion.

Subject Specific Practical Skills:
- Provide safe, sensitive, professional, evidence-based and ethical care in accordance with the NMC Code and within their scope of practice.
- Monitoring and assessment of patient/client/resident health status and ability to appropriately escalate and refer as required.
- Undertake safe and effective essential nursing and care skills to support:
  - Personal hygiene and maintain skin integrity
  - Nutritional and hydration needs
  - Bladder and bowel health
  - Safe mobilisation and management of the risk of falls
  - Prevention and management of infection risks
  - Respectful, compassionate and culturally sensitive end of life care.
Safe management of medicines
- Communicate effectively using a wide range of strategies to provide therapeutic interventions and work effectively as part of a team
- Work effectively within protocols and guidance and scope of practice
- Demonstrate effective supervision skills.

Key Skills and Attributes:
- Warmth and compassion
- Emotional intelligence
- Numeracy including drug calculations for a range of medicines
- Effective use of IT
- Legible, comprehendible hand written documentation
- Safe and effective information management including documentation and record keeping
- Prioritises and manages time and
- Self-awareness and sensitivity taking account of individual differences, capabilities and needs
- Life-long learning skills
- Undertake effective oral and written presentations
- Effective communication skills
- Works within health and safety regulations
- Effective personal coping strategies
7.0 CONTENT AND STRUCTURE

7.1 Key Features

7.2 Module Outlines

Higher Learning Skills
This module is designed to enable participants to identify and develop skills for successful higher education study and transferable employability skills. Delivery and assessment is designed to develop study skills through personal reflection and the identification of personal goals and communication skills.

Anatomy and Physiology for Nursing Associates
The module is concerned with an integrated study of human biology, drawing on the disciplines of anatomy, physiology, molecular biology. The module presents the anatomical and biological foundations of health across the life span as a dynamic process. Learning will be supported by a range of online learning activities and packages to help the Trainee Nursing Associate consolidate application to the practice setting.

Clinical Skills
This non-credit bearing module has been designed to be delivered across the two years of the programme. It will be delivered in conjunction with the theoretical elements of the course and will support the Nursing Associate Apprentice in developing the knowledge, values, behaviours and skills as defined by the scope of practice for Nursing Associates. In doing so this module will enable the Nursing Associate to deliver safe, compassionate, professional care across a variety of care settings.

This module will provide 10 days of simulation, applied scenarios, workshops and skills rehearsal with ongoing developmental feedback. Each year will consist of five face-to-face learning days threaded throughout the two semesters of that year. Year Two will also include a formative Objective Structured Clinical Examination (OSCE) in addition to one day of preparation and formative OSCE experience. The Apprentices will work in small groups of 10, enabling more personalized learning and immediate in-vivo feedback and feed forward (within careful debriefing). In addition, Apprentices will have a structured package of online learning to support the face to face elements of this module. This will be via Clinicalskills.net© and provide pre- and post-sessional support and learning.

Health, Nutrition and Wellbeing
Studying this module offers the Apprentice an opportunity to explore the connections between food constituents, diet, good health, and ill health with an emphasis on particular relevant disease states.

Law and Ethics for Nursing Associates
This module provides opportunities for Apprentices to explore ethical and legal issues in relation to relevant laws, codes of practice, theories, personal value systems and beliefs. Apprentices will be encouraged to reflect upon their own professional practice to explore professional, ethical and legal responsibilities, rights, and accountabilities.

Person-Focused Care
This module will allow an exploration of the theory and practice of person focused care. The aim is to increase empathy, insight and understanding of diverse needs, including the health needs of children, the impact of disabilities, mental health issues and end of life care. Empowerment and personalisation will be critiqued, alongside the apprentice role in the safeguarding of both adults and children. The module will develop knowledge explored in Law and Ethics for Nursing Associates and link this to theories of human development and behaviour.

Health, Social Care and Employability for Nursing Associates
The module aims to enable reflection on the health and social care sector, systems and stakeholders. The apprentice will appraise their own performance within the context of an integrated and changing health and care environment and identify areas where skills, values and behaviours may be developed. The module will provide opportunities to develop understanding of employability skills within the context of the health and social care sector.

This module provides opportunity to enhance employability skills in the context of developing organisations, hence there is opportunity to reflect upon work experience as well as personal and professional development in a transferable context.

Three strands provide an integrated approach and outcome to this module:

- Sector knowledge – relates to developing the learners’ knowledge and understanding of their workplace and its place within the patient journey.

- Employability skills – awareness of self. Acquisition of and development of practical skills in a working environment related to employment knowledge.

- Transferability of skills, values and knowledge of the apprentice within a given context.

Evidence-based Practice
This module provides the opportunity for Apprentices to appraise research and evidence-based practice to enhance patient safety and quality of care.
The module will develop an appreciation of methodological approaches and critical thinking skills appropriate to the subject area. This module is designed to enable apprentices to further develop the learning and development skills introduced in the Higher Learning Skills module in Year One and underpin quality improvement, patient safety and innovation in practice.

Promoting Health
The Apprentice will explore public health and health promotion, as well as opportunities and challenges faced by health and social care practitioners in promoting healthy lifestyles.
Apprentices will be encouraged to reflect on their own practice and the effectiveness of current care services, finding solutions to barriers, and identifying ways to drive forward contemporary, personalised and enabling care that meets the diverse needs and personal choices of individuals.
This module will link into Psychosocial Perspectives and Science of Disease for Nursing Associates, so the Apprentice will gain an overall holistic picture of the effects of promoting wellness and preventing disease in different client groups.

**Science of Disease for Nursing Associates**
The main emphasis of this module is to draw on and develop knowledge of Anatomy and Physiology and gain a deeper understanding of disease pathophysiology. A focus will be given across the lifespan and the impact that choices can have on disease development. Science of Disease for Nursing Associates will provide an opportunity for Apprentices to consider an illness/disorder of interest and analyse the contributing factors.

**Psychosocial Perspectives**
This module will allow apprentices to understand the psychological, sociological and spiritual needs of people. Care workers, care supervisors and care managers increasingly require an understanding of the social and psychological context in which care takes place. They also need an understanding of the social and psychological context of their own and others behaviour, attitudes and prejudices. This involves developing organisational and self-awareness including awareness of emotional intelligence.

This module will link into other modules such as Science of Disease for Nursing Associates and Promoting Health, so the Apprentice will gain an overall holistic picture of the effects of disease and illness on different client groups.

**Pharmacology and Medicines Management**
Health and social care interventions incorporate both pharmacological and non-pharmacological strategies and the apprentice needs to demonstrate understanding of the action potential and management of pharmacological interventions and the impact on human function. Apprentices will explore the main components of drug discovery, testing and regulation. An understanding of the principles underpinning drug actions will be acquired, including how drugs are absorbed and transported and how they inhibit their target proteins to promote physiological change. The apprentice will consider the efficacy and risk(s) of drugs on human function and how these are managed safely and effectively. Workshops will be provided on clinical application, such as medication management.

**Supervision and Leadership**
Apprentices will explore leadership, supervision and practice education. An appraisal of the apprentice’s capabilities, transition to qualified role and future role in developing and educating others. As this module is at the end of the program apprentices will be encouraged to be critically reflective on their own personal and professional development, as they move from apprentice to Nursing Associate role.

**7.3 Assessments**
Assessment is an essential part of the learning process and is embedded into the design of each module; the Practice Assessment Document, Portfolio and OSCE are assessments which connect learning from a number of modules/placements.
Each module has formative (developmental) activities and assessments to help you check your learning and prepare for the summative assessment elements and prepare for the End Point Assessment (EPA).

In the tables below are summaries of the summative assessments (these are the ones that are assessed either graded or pass/fail) which need to be passed and the developmental activities (formative assessments) which support your development and provide you with feedback to feed forward into future assessments.

Summative Assessments:

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Evidence-based Practice</strong>&lt;br&gt;1500-word justification&lt;br&gt;For Quality Improvement Proposal&lt;br&gt;Poster presentation&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Higher Learning Skills</strong>&lt;br&gt;10-minute Group Presentation&lt;br&gt;2100 Maximum written Journal (part of Portfolio)&lt;br&gt;20 credits Level 4</td>
<td><strong>Promoting Health</strong>&lt;br&gt;5-minute Oral Presentation of Resource&lt;br&gt;2000 words Justification paper&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Anatomy and Physiology for Nursing Associates</strong>&lt;br&gt;OSPE 2 stations at 5 minutes each&lt;br&gt;3 Case Studies – each 700 words&lt;br&gt;20 credits Level 4</td>
<td><strong>Psychosocial Perspectives</strong>&lt;br&gt;2500-word case study&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Science of Disease for Nursing Associates</strong>&lt;br&gt;2500 Report&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Health, Nutrition and Wellbeing</strong>&lt;br&gt;2500 word Report&lt;br&gt;20 credits Level 4</td>
<td><strong>Psychosocial Perspectives</strong>&lt;br&gt;2500-word case study&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Law and Ethics for Nursing Associates</strong>&lt;br&gt;10 minute Professional Discussion with 2x 500 word case studies&lt;br&gt;20 credits Level 4</td>
<td><strong>Psychosocial Perspectives</strong>&lt;br&gt;2500-word case study&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Pharmacology and Medicines Management</strong>&lt;br&gt;OSCE -2 stations of 10 minutes&lt;br&gt;SafeMedicate© Examination&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Person Focused Care</strong>&lt;br&gt;2500 word Essay&lt;br&gt;20 credits Level 4</td>
<td><strong>Supervision and Leadership</strong>&lt;br&gt;Portfolio equivalent to 1500 words&lt;br&gt;15 minute Professional Viva (linked to Portfolio)&lt;br&gt;Practice Assessment Document&lt;br&gt;20 credits Level 5</td>
</tr>
<tr>
<td><strong>Health, Social Care and Employability for Nursing Associates</strong>&lt;br&gt;1800 word Essay&lt;br&gt;1200 Reflection (portfolio-based)&lt;br&gt;Practice Assessment Document&lt;br&gt;20 credits Level 4</td>
<td><strong>Supervision and Leadership</strong>&lt;br&gt;Portfolio equivalent to 1500 words&lt;br&gt;15 minute Professional Viva (linked to Portfolio)&lt;br&gt;Practice Assessment Document&lt;br&gt;20 credits Level 5</td>
</tr>
</tbody>
</table>
### Formative Activities:

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td><strong>Nursing Associate Formative Assessment</strong></td>
<td><strong>Evidence-based Practice</strong></td>
</tr>
<tr>
<td>Higher Learning Skills</td>
<td>Group quality improvement proposal</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20 credits Level 5</td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology for Nursing Associates</td>
<td>Sharing of resource ideas for feedback</td>
</tr>
<tr>
<td>OSPE preparation—A&amp;P workbook</td>
<td>Critiquing published health promotion materials</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Three days of Clinical skills development including</td>
</tr>
<tr>
<td>20 credits Level 4</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Skills and Simulation</strong></td>
<td><strong>Clinical Skills and Simulation</strong></td>
</tr>
<tr>
<td>Five days of Clinical skills development, simulation and applied scenarios with feedback OSPE Preparation</td>
<td></td>
</tr>
<tr>
<td><strong>Triennial Reviews of Progress</strong></td>
<td></td>
</tr>
<tr>
<td>One in each term</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td><strong>Health, Nutrition and Wellbeing</strong></td>
<td><strong>Evidence-based Practice</strong></td>
</tr>
<tr>
<td>5-minute peer-assessed seminar</td>
<td>Group quality improvement proposal</td>
</tr>
<tr>
<td>20 credits Level 4</td>
<td>20 credits Level 5</td>
</tr>
<tr>
<td><strong>Law and Ethics for Nursing Associates</strong></td>
<td><strong>Evidence-based Practice</strong></td>
</tr>
<tr>
<td>Two practice case studies</td>
<td>Group quality improvement proposal</td>
</tr>
<tr>
<td>20 credits Level 4</td>
<td>20 credits Level 5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Triennial Reviews of Progress</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td><strong>Person Focused Care</strong></td>
<td><strong>Evidence-based Practice</strong></td>
</tr>
<tr>
<td>Peer discussions Question papers</td>
<td>Group quality improvement proposal</td>
</tr>
<tr>
<td>20 credits Level 4</td>
<td>20 credits Level 5</td>
</tr>
<tr>
<td><strong>Health, Social Care and Employability for Nursing Associates</strong></td>
<td><strong>Evidence-based Practice</strong></td>
</tr>
<tr>
<td>Formative discussions each session around current stories/issues and plans for essay</td>
<td>Group quality improvement proposal</td>
</tr>
<tr>
<td>20 credits Level 4</td>
<td>20 credits Level 5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Triennial Reviews of Progress</strong></td>
<td></td>
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</tbody>
</table>

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20 credits L4
### Term 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science of Disease for Nursing Associates</td>
<td>20 credits Level 5</td>
<td>Formative presentation of chosen topic</td>
</tr>
<tr>
<td>Psychosocial Perspectives Practice Case Studies</td>
<td>20 credits Level 5</td>
<td>simulation, scenarios, feedback and skills sign-off OSCE preparation</td>
</tr>
<tr>
<td>OSCE preparation and mock OSCE</td>
<td></td>
<td>Two days of complex communication development, simulation and feedback</td>
</tr>
</tbody>
</table>

#### Term 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacology and Medicines Management</td>
<td>20 credits Level 5</td>
<td>As part of the simulation strategy throughout the programme apprentices will undertake scenarios and mock OSCEs</td>
</tr>
<tr>
<td>Supervision and Leadership Portfolio-based activities</td>
<td>20 credits Level 5</td>
<td>Edward Jenner Leadership Programme Practice Assessment Document</td>
</tr>
<tr>
<td>OSCE preparation and mock OSCE</td>
<td></td>
<td>One in each term</td>
</tr>
</tbody>
</table>

### 7.4 Placements

Employment and Placement Settings for TNAs (adapted from HEE curriculum guidance, 2017: p 20 and NMC, Draft Standards, 2018):
- Trainee nursing associates will be **employed in one of three health and/or care settings** outlined below. The primary (home) placement will be in the setting where the trainee nursing associate is employed
- The trainee nursing associate should also experience **at least two substantial external placements**: one in each of the other two settings, to demonstrate breadth of experience and achieve specific learning outcomes (675 hours)
- The TNA will also have the equivalent of 10 days (75 hours) of supernumerary ‘spoke’ placements- see your PAD and Practice Education Handbook
- TNAs will experience the variety of practice and patient groups expected of nursing associates to meet the holistic needs of people of all ages
- TNAs will be supernumerary* when undertaking external placements
- TNAs will have a named Practice Supervisor (or designated deputy) who is a registered health or social care practitioner who provides ongoing support, feedback and contribution to your ongoing record of achievement
- A nominated Practice Assessor (a registered nurse) who will conduct assessments to confirm your achievement of the competencies and programme outcomes for practice learning set out in your PAD.
Supernumerary means: you are additional to any workforce requirements and staffing establishment figures.

Apprentices must be fit to practise and are expected to make a contribution to the work of the practice area to enable learning on the care for patients/clients. You will therefore undertake active involvement in patient/client care and be accepted as members of the placement team.

Examples of health and care settings for placements (not an exhaustive list):

<table>
<thead>
<tr>
<th>In hospital</th>
<th>Close to home</th>
<th>At home</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NHS and independent sector – adult, children and young people</td>
<td>• Hospice (adult and child)</td>
<td>• Nursing homes</td>
</tr>
<tr>
<td>• Paramedic services</td>
<td>• Primary care – general practice and general practice nurses</td>
<td>• District and community nursing services</td>
</tr>
<tr>
<td>• Emergency assessment units (community hospital settings)</td>
<td>• Respite care with nursing service</td>
<td>• Assisted living for people with learning disabilities</td>
</tr>
<tr>
<td>• Mental health inpatient services</td>
<td>• Mental health crisis house with nursing services</td>
<td>• Supported living services</td>
</tr>
<tr>
<td>• Learning disability inpatient services</td>
<td>• Mental health community outreach teams</td>
<td>• Children’s domiciliary care services</td>
</tr>
</tbody>
</table>

Examples of health and care settings for placements (not an exhaustive list): (HEE, 2017: p21)

Further information can be found in the Nursing Associates Practice Education Handbook available on the HSC Student Zone Blackboard site.

7.4.1 Attendance Policy

Attendance at taught sessions and practice placements is monitored. You are required to meet 100% of the supernumerary practice hours and no less than 80% of the off-the-job (taught sessions). In cases where these requirements are not met, this may result in a formal review of attendance and the development of a bespoke action plan to be put in place. If there are concerns about your fitness to study or practice, action may be taken under the School of Health Science’s (HSC) Fitness to Practice processes.
Please note: as apprentices you must adhere to both the UEA and your employer’s requirements in relation to reporting absences.

7.4.2. Uniform Requirements

You are a Trainee Nursing Associate Apprentice throughout your programme. When required to wear uniform in your home or external placements, you will wear the Norfolk and Waveney Service Transformation Partnership TNA uniform and name badge, whether you are supernumerary or not. There will be some placements where uniform is not required, please follow the dress code policy of that placement provider.

7.4.3. Annual Leave

As employees, you have an allocated number of days of annual per year which must be agreed and arranged via the process required by your employer. As part of your TNA programme, CCN term times have been built into your programme. Wherever possible you are required to take your annual leave during breaks between terms and not during term time or when supernumerary placements are scheduled.

7.5 Learning Support and Reasonable Adjustments

If you need access to learning support to complete your apprenticeship you will need to disclose this either during the admissions process or as soon as possible to your Apprenticeship Adviser. UEA will need to:
- Carry out an assessment of your needs
- Review your progress and your continuing needs throughout your apprenticeship
- Record and gather evidence that we are providing learning support
- Report to the Education Skills Funding Agency (ESFA) that we are providing you with the additional learning support.

The assessment and review will be carried out through Student Support Services. As an employed apprentice if you require additional support for your day-to-day employment due to a disability you should speak to your employer regarding reasonable adjustments as they have a duty under the Equality Act 2010 to do this for prescribed disabilities. In addition you may qualify for additional funding for adjustments via Access to Work, however you should discuss this with your employer as the University has no influence in this process.

7.6. Declaration of good character

On completion of your programme, and prior to your registration on the Professional Register maintained by the Nursing and Midwifery Council (NMC), HSC will need to provide the NMC with details of your satisfactory completion of the theory and practice elements of the programme and provide a Declaration of Good Health and Good Character, as required for professional registration. You have up to five years to apply for registration with the NMC.
8.0 USEFUL LINKS AND RESOURCES

**British Institute of Learning Disabilities (BILD)**

“We want people with learning disabilities to be valued equally, participate fully in their communities and be treated with dignity and respect.”

This website contains lots of resources, research and information about their work. You can join as a student or sign up for weekly updates. They publish several journals including

- Good Autism Practice (GAP)
- The International Journal of Positive Behaviour Support
- The SLD Experience
- The British Journal of Learning Disabilities (BJLD)
- The Journal of Applied Research in Intellectual Disabilities (JARID)

They also publish a monthly information service called the BILD Current Awareness Service or CAS for short. This keeps you up to date with what is happening in the field of learning disabilities.

**E-LEARNING FOR HEALTH**

‘Our e-learning programmes enhance traditional learning, support existing teaching methods and provide a valuable reference point which can be accessed anytime, anywhere.’

**HEALTH EDUCATION ENGLAND (HEE)**

“Our work covers more than 100 programmes from planning and commissioning, to recruiting and developing healthcare staff in a range of healthcare and community settings.”

HEE developed the curriculum for the NA role.

**LEARNING DISABILITIES ELF**

The Learning Disabilities Elf aims to bring you the latest learning disabilities evidence that is published each week. They scan the most important websites, databases and journals and select evidence that is relevant to health and social care professionals with an interest in learning disabilities. Their daily posts include summarised published evidence, policy guidance, reports and links to primary sources.

@LearningDisElf

**MAKING EVERY CONTACT COUNT**

“Making every contact count (MECC) is an approach to behaviour change that utilises the millions of day to day interactions that organisations and people have with other people to encourage changes in behaviour that have a positive effect on the health and wellbeing of individuals, communities and populations.”

**MENCAP**

Mencap’s vision is a world where people with a learning disability are valued equally, listened to and included. Their challenge, alongside people with a learning disability and their families, is to make this world a reality. Right now, people with a learning disability face inequalities in every area of life. Mencap tackle the issues head on
through tireless campaigning and the delivery of high quality support and services to
the people who need us.

**MIND**
Mental Health Charity - information regarding mental health and support for a wide
range of audiences

**MindEd: Children and Young People’s Mental Health**

**The National Autistic Society**
The leading UK charity for people with autism (including those with Asperger
syndrome) and their families. They provide information, support and pioneering
services, and campaign for a better world for people with autism.

**National Institute of Health and Care Excellence**
Guidance, advice and information services for health, public health and social care
professionals.

**Nursing and Midwifery Council**
The NMC regulate nurses and midwives in England, Wales, Scotland and Northern
Ireland. We exist to protect the public. We set standards of education, training, conduct
and performance so that nurses and midwives can deliver high quality healthcare
throughout their careers.

**PUBLIC HEALTH ENGLAND**
“We exist to protect and improve the nation’s health and wellbeing, and reduce
health inequalities. PHE is an executive agency, sponsored by the **Department of
Health and Social Care.**”

**Rethink**
Mental Health Charity - information regarding mental health and support for a wide
range of audiences

**Royal College of Nursing**
“The Royal College of Nursing is the world’s largest nursing union and professional
body. We represent more than 435,000 nurses, student nurses, midwives and health
care assistants in the UK and internationally.”

**SKILLS FOR HEALTH NA APPRENTICESHIP STANDARD**

**Spotting the Sick Child**
This popular and highly successful online learning tool supports health professionals
in the assessment of the acutely sick child.

**9.0 FURTHER COURSE READING**

See module outlines located on the CCN Blackboard site and the Talis online
reading list for the Clinical Skills module.